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ABSTRACT

The Student Transition and Retention Program (STAR), one of 10 federally-funded model dropout prevention programs, was created to address the high dropout rate in Santa Ana (California) public high schools. Students participating in the STAR program, complete a vocational course providing them with important job skills, and also receive support to help them successfully complete their high school studies. Over 191 students have participated in the program, which is housed at the Centennial Education Center (CEC) in Santa Ana. Recruiters from the STAR program visit area high schools and meet with counselors, teachers, and administrators who recommend students for the program. STAR accepts students age 17 to 21 who have a minimum English proficiency and who are motivated to complete vocational training and graduate from high school. Once accepted, students take a set of placement tests and meet with special counselors who assign a course load for the students. Enrollment requires 20-25 hours of class per week, a course in Vocational English as a Second Language, and participation in program activities. A number of support services are also provided, including part-time work, child care, transportation, and tutoring. Students near program completion receive special counseling to determine whether they want to continue their studies after STAR. Part 1 of this two-part report provides an introduction to the program and includes copies of test instruments, counselor evaluation forms, and a high school graduation requirements sheet. Part 2, the student guidebook, includes additional forms, schedules of activities, and maps of the CEC and other key sites. (JMC)

THE STUDENT TRANSITION AND RETENTION PROGRAM (STAR)

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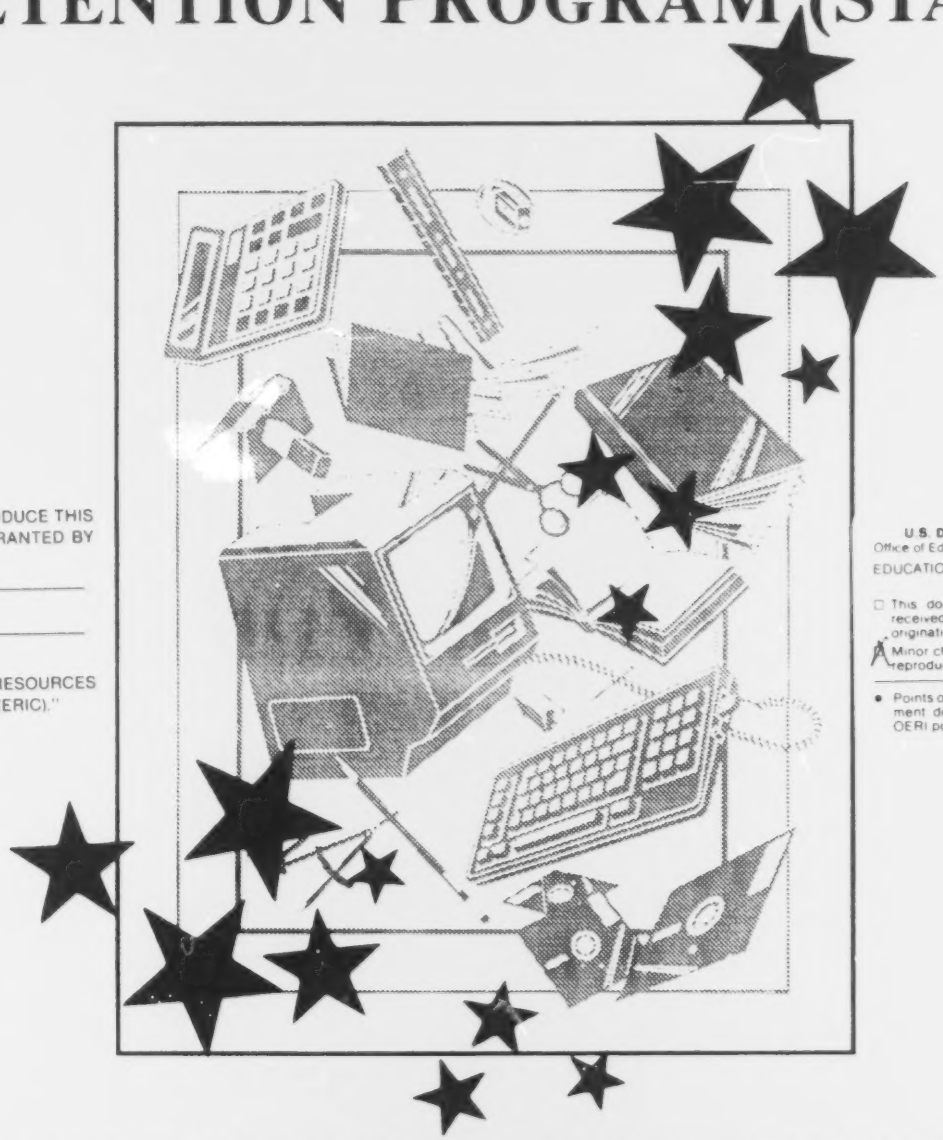

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OFFERED BY RANCHO SANTIAGO COLLEGE IN COOPERATION WITH THE SANTA ANA UNIFIED SCHOOL DISTRICT AND CENTRAL COUNTY REGIONAL OCCUPATIONAL PROGRAM

ONE OF TEN EXEMPLARY DROPOUT PREVENTION PROGRAMS FUNDED BY THE OFFICE OF VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION, AND A CALIFORNIA DEMONSTRATION SITE FUNDED THROUGH THE STATE JOB TRAINING PROGRAM ACT

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SANTA ANA, CALIFORNIA
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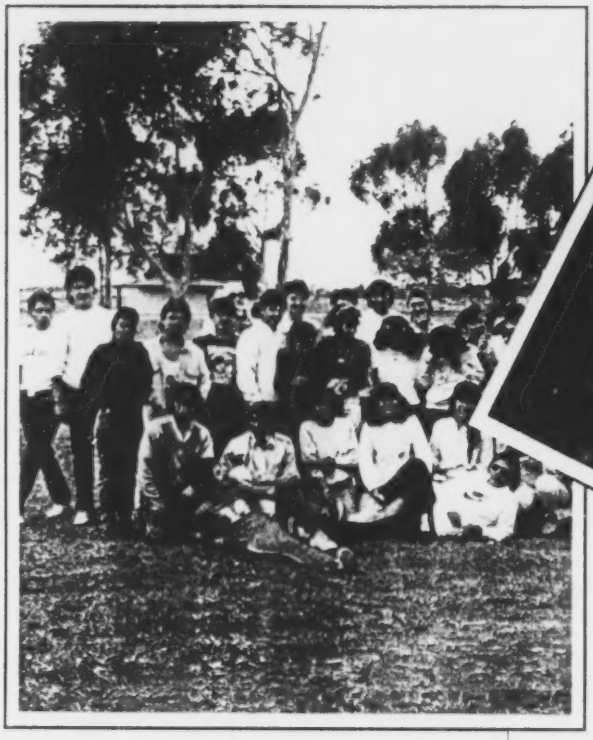

INTRODUCTION

Orange County California has been among the fastest growing areas in the nation for the last twenty years. The seat of Orange County, Santa Ana, is one of the area's oldest cities, housing many Hispanics and Southeast Asians who have come to find work. Singly or in families, thousands have settled during the last decade, often securing stable comfortable lives.

The calm surrounding neat homes and apartment buildings has been shattered recently with a rising crime rate, gang violence and drive-by shootings. In the education world, this disequilibrium is reflected in a high dropout rate in Santa Ana public high schools. "I got to work and help my family," explained one young man who left school.

"What's the point of a diploma?" wondered a vivacious girl from Mexico. "I can work at Sears without it. That's the best I'll get, anyway."

"Get a diploma?" laughed a boy from El Salvador. "My English is too bad. The diploma take me ten years!"

BACKGROUND

The aforementioned attitudes and the crisis in the schools mirror Santa Ana's problems. If students continue deserting, of course the general picture will be exacerbated as increasing numbers of untrained youths cannot find a place in the job market.

A measure created to meet this tremendous challenge is called the Student Transition and Retention Program (STAR). It had its origins as one of ten national model dropout prevention programs sponsored by the U.S. Department of Education. A basic component of the program is vocational education. All STAR students complete a vocational course and, thus, obtain the necessary skills to secure jobs with a future. In addition to vocational training, STAR helps students finish their high school studies.

The STAR Program received a combined total of $325,000 for the contract period ending July 31, 1992. It may continue receiving federal and state funds for a few more years. However, the purpose of STAR has been to act as a demonstration site – a successful, practical place for deterring student desertion. The

All STAR students complete a vocational course and, thus, obtain the necessary skills to secure jobs with a future.

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program serves as a model to be copied elsewhere in similar surroundings. STAR ultimately should be supported, financed and absorbed into the local educational system.

STAR operates in conjunction with the Santa Ana Unified School District (S.A.U.S.D.), the Central County Regional Occupational Program (R.O.P.), and Rancho Santiago College (R.S.C.). STAR is located at Centennial Education Center (C.E.C.), within the attractive Centennial Park in Santa Ana.

The Center has six modern buildings for its administrative and counseling staffs, resource library, and classrooms that offer around 280 courses a semester. Over 17,000 adult education students attend C.E.C. and off-campus sites, taking classes in English, business skills, reading skills, and high school subjects. Due to the pressing demand of students, construction of another building is planned for the fall of 1990.

Over 191 students have participated in STAR, and in the fall of 1990, about 140 students enrolled. The primary goal is to include up to 250 students in the program by March 31, 1991, and the current retention rate of students in the program is approximately 80%.

The Santa Ana Unified School District, by contrast, counts over 9,500 students in its high school system. The District contains affluent areas and constituents as well as poorer, transient neighborhoods. According to the California Basic Education Data System (CBEDS) figures, in the class of 1988 over 80 percent of the Santa Ana students came from a Hispanic background. From that group, 29 percent of them dropped out of school.

In recognition of the dire need of the area, in the summer of 1990 S.A.U.S.D. received $1.3 million dollars to be used specifically for bilingual education.

PROGRAM OBJECTIVES

A synthesis of STAR objectives and activities include the following:

1) Recruit 17 to 21 year-old students considered at risk of dropping out of school.
2) Test and enroll them in academic classes at C.E.C.
3) Advise, place and counsel students.
4) Reach out to STAR students' homes and neighborhoods.
5) Enroll students in a vocational training course at C.E.C., R.S.C., or an R.O.P. site.

6) Help students find employment and resolve personal obstacles.
7) Assist students until they obtain a high school diploma and/or a General Education Diploma (G.E.D.).

STAR STUDENT POPULATION

The majority of the participants are not native English speakers; their first language is Spanish or Vietnamese. While mastery of English is a challenge for them, in the main, STAR students have average or better mental, physical and emotional capacities.

Almost all STAR students have proven to be very personable, reasonably well-adjusted, well-mannered, positive young men and women. That is to say, these young people are "good kids" with a tremendous drive to improve themselves.

These students could easily have become like their neighborhood friends — dropouts, drug addicts, gang members, or prison inmates. One STAR student commented that he never spends time outside his apartment building where drug dealers line the street. He only stays home to watch T.V., goes to school, to work, or to play basketball with his friends from the STAR program.

When STAR students have made progress in English language and acculturation, and they complete their courses, they are capable of performing well in entry level jobs, or of beginning studies at the college level.

These students are wonderfully receptive to encouragement and direction. They have the essential combination of motivation and capacity.

Thus, STAR works with young people who have a great deal to contribute to the Santa Ana community. Conversely, the program deters individuals from anti-social activities.

• *. . . these young people are "good kids" with a tremendous drive to improve themselves.* •

LANGUAGE CHALLENGE

Students in Santa Ana who grew up in other countries find they must master English to realize their full potential. The U.S. language, then, becomes a key to success in education, social adaptation, and employment. However, in many high schools such students face overcrowded facilities where they receive English classes only one or two hours a day. Such pupils fail to advance to the upper levels or graduate because they cannot succeed in regular high school credit courses like history, civics, or science.

CULTURAL, ECONOMIC AND FAMILY PRESSURES TO DROP OUT

An English language deficiency, plus factors of age, slow progress, and family considerations often convince students to quit high school. For different reasons, immigrant students are often older than their classmates. Students from abroad may be held back due to transcript or school requirements. Cultural factors also can have negative effects.

Hispanic and Vietnamese students usually have close family ties even if they live in the U.S. with a distant relative rather than their parents. Due to their unity, a difficult economic situation becomes a shared concern. Consequently, the parent or guardian often expects the teenager to contribute to expenses. Since these immigrant students rarely earn above minimum wage, the pressure grows for them to quit school and work full-time. The student's earnings, incidentally, unlike those of a typical Orange County teenager, do not go for stereos or designer jeans, but for the family's rent, food, or furniture.

At the present this kind of young person usually finds employment in fast food chains, in restaurants doing menial jobs, or as a clerk in a store. Those minimum wage positions offer little chance for advancement, and do not teach individuals skills to build upon.

Although even low-paying jobs are initially attractive to needy individuals and keep down the overhead of local businesses, eventually young people have families whom they cannot support properly on low salaries. The results spawn some of Santa Ana's problems, such as overcrowded homes, neglected and poorly nourished youngsters, abandoned wives and children, petty theft, alcohol and drug-related domestic violence.

Another obstacle arises from parents' lack of education or appreciation of it. Those individuals regard schooling as superfluous. As a result, their daughters are frequently pulled out of school to help at home and encouraged to drop out completely. Their sons begin work at an early age and are also pressured to leave school. Also, these young people often marry at an early age and begin large families without the job skills to support them.

IDENTIFICATION OF POTENTIAL DROPOUTS

The STAR recruiter periodically visits the local Santa Ana high schools. The counselors, teachers and assistant principals there recommend certain students for STAR. The schools' criteria for transferring students are their age, slow progress, language deficiency, truancy, need of employment, and or inclination to quit school.

STAR accepts students age 17 to 21 who may be behind their age group in the acquisition of high school credits. The program requires that participants have a certain minimum English proficiency and are motivated to complete vocational training and to graduate from high school.

Since these immigrant students rarely earn above minimum wage, the pressure grows for them to quit school and work full time.

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RECRUITMENT

Referred students meet with the STAR recruiter to evaluate transcripts, discuss student objectives and the program. The current recruiter, Elias Dominguez, came from an East Los Angeles inner city neighborhood. He went on to receive an undergraduate degree from the University of California at Irvine and is now enrolled in a masters program.

Elias is a very outgoing, bright, and well-respected young man who has excellent rapport with the students. He is bilingual and serves as an exemplary role model for many Hispanic participants. Besides his work as a recruiter, he also teaches English classes at C.E.C.

In addition, Elias functions as the Outreach Specialist. As such, he organizes and heads parent gatherings, visits students' homes, and leads some group functions.

During recruitment some parents accompany their children to meet with Elias. That contact serves to strengthen students' resolve, family backing and provides an excellent opportunity to motivate parents and encourage their participation.

A new participant signs a contract agreeing to attend between 20 to 25 hours of class weekly, to refrain from working over 25 hours a week, to enroll in Vocational English as a Second Language (V.E.S.L.), and or a vocational course, and to participate in program activities.

TESTING AND ENROLLMENT

Once the recruiter has determined that someone is an acceptable candidate for STAR, he refers that person to Rose Gutierrez, the testing assistant. Rose is also bilingual, originally from El Paso, Texas.

While her official job is testing, Rose contributes a great deal to the program by her interest in individual students. She becomes a second mother for them, many of whom left their mothers many miles away.

Rose goes to the high school of the referred student, sets up a testing appointment with him, and requests that he bring required documents to the test. The documents include birth certificate, proof of residency in the district, draft card, proof of citizenship, and or social security card.

The day of the test Rose receives the documents and then holds an initial conference with the student or group of students to be tested. If a person seems quite fluent in English, she gives him the Test of Adult Basic Education (T.A.B.E.) from the McGraw Hill Company. This test would place a student in Adult Basic Education or High School Subjects courses. However, if someone's English seems less advanced, Rose gives him the English as a Second Language Placement Examination, designed by C.E.C. staff, and routinely used for C.E.C. student placement.

COUNSELING PROCEDURES

Next, Rose scores the tests back at C.E.C. and gives the results to the counseling assistant, currently unnamed. This person also plays a vital part in the program. He she cares for a myriad of paper work, mans the phones, distributes bus passes, monitors students' attendance, enters data on the computer, and keeps students' files up-to-date.

When the counseling assistant completes the counseling file of a new student, it is sent to the academic counselor, Julia Quiroz. Originally from Argentina, Julia grew up in the U.S. She has traveled a good deal outside the U.S. and has worked in various capacities of social work and education in the county and city of Santa Ana.

A respected professional, Julia has an M.A. in education and several years of counseling experience. Her contribution to STAR includes a pleasant personality, strong communication skills in two languages, and a firm, organized approach, useful in guiding students.

Julia evaluates the student's test results and high school transcripts, holds an initial meeting with him, and assigns his course load for the term.

STAR students feel comfortable at C.E.C. where they share a comparable age and ethnic background with many of the other students.

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Since C.E.C. has open entry-exit classes, and STAR also recruits students year round, Julia often has to search for class slots for the program's students.

She checks the latest print-outs of registration from the main office and talks to individual teachers, requesting room for a new student. Teachers and the C.E.C. administrative staff give STAR students priority registration.

After testing and meeting with the academic counselor, most students enroll in around 20 hours a week of intensive courses of advanced English as a second language (E.S.L.) at C.E.C. Those students with good language skills register in High School Subjects and a vocational training course.

STAR students feel comfortable at C.E.C. where they share a comparable age and ethnic background with many of the other students. One recent STAR graduate remarked "I made real fast progress in English at Centennial. Before, I was going to quit at my old high school. I was never going to catch up."

SUPPORT SYSTEM FOR STAR PARTICIPANTS

STAR STAFF

A definitive reason why STAR students finish high school is because of the support system which strengthens them. A strong "safety net" emanates from the nine staff members, in addition to the many dedicated Centennial instructors.

COORDINATOR DR. SIMS

The Coordinator who directs STAR, Dr. Adrienne Sims, has a rich educational and work background in public and private secondary and post-secondary settings, and has earned numerous awards for her expertise and contributions. Although her current activities mainly relate to administrative demands, Dr. Sims shares the general office space and frequently interrupts her work to give help or a word of greeting or advice to students. She is equally as accessible to STAR staff and C.E.C. teachers or staff. Most outstanding about her is a dynamic personality, excellent interpersonal relations, and superb organizational skills. In addition, she works long hours, intent on improving the program.

Dr. Sims joined STAR in February, 1990. A few months before that, four other staff members joined the program. Consequently, she has worked to integrate new colleagues and to oversee the resulting expansion of STAR activities.

One of her most positive policies has been to strengthen relations and communication with C.E.C. personnel. Since STAR students make up only a small percentage of the total number of students at C.E.C., many teachers were uninformed about the few STAR students they had in class. STAR students customarily receive registration preference, and they are also frequently promoted faster than most students.

That occurs because STAR students are very motivated, and the STAR staff retests them in mid-semester to determine if they can advance more rapidly. Even though the classes are open entry and exit, the departure of a student or arrival of a new one in mid-semester can require extra effort from a teacher.

To improve understanding and cooperation, Dr. Sims has held a series of meetings with faculty to explain STAR objectives, activities, and policies. She has praised teachers' past support and asked for continued help. The teachers meet STAR staff in relaxed surroundings, and the experience has increased faculty understanding of our goals and resulted in more teacher involvement with STAR students and general well-being.

COUNSELORS

All the STAR staff help students with academic and personal problems. When an individual has a serious difficulty

• *STAR students customarily receive registration preference, and they are also frequently promoted faster than most students.* •

related to his family or private life, the academic counselor, Julia, speaks with him and, if necessary, refers the student to the appropriate local agency for help. The testing assistant or counseling assistant often accompanies students to the proper agencies.

Two other counselors also enrich the program in various ways. Dan Sampson functions as the vocational counselor. A veteran of Santa Ana schools, he is knowledgeable about the backgrounds of our students, their probable challenges, and areas where they will need assistance. He taught for three years, but most of his career has centered around counseling and facilitating projects in the S.A.U.S.D.

Dan has learned about the R.O.P. offerings of vocational training. "The biggest problem students have," Dan commented, "is that they want immediate gratification, so they want to drop out half way through the R.O.P. program to take a job. I have to convince them to complete it and get their certificates."

Although Dan is not bilingual, his deliberate, clear speech and patient demeanor facilitate his communication with students.

Edna Jiminez is a half-time counselor from R.S.C. Her principal activity centers around encouraging and helping students enroll in Rancho courses for college credit and in vocational training courses.

She gives seminars, introductory tours, and advises STAR students ready to transfer to R.S.C. Edna is distinguished for her calm, poise and friendliness. An articulate young woman, she also serves as a role model for the students. At R.S.C. Edna works with New Horizons services

THE VESL INSTRUCTOR

The Vocational English as a Second Language Instructor, Dorothy Fortune, plays a unique role in the program. Her class is entirely composed of STAR students while in other courses there are only a few mixed in with a large group.

Consequently, Dorothy has more contact with her 15 to 20 students than any other staff member. Bilingual, she learns about students' health, food, living, or money problems, advises them, or directs them to the counselors. She has a great concern for her students.

Dorothy, who has a master's in both history and English, lived and taught for many years in Costa Rica. She has very good relations with C.E.C. faculty and with her students.

THE JOB DEVELOPER

The job developer, Nancy Venuto, has several functions. She administers QUEST, a vocational and aptitude assessment device. The test is given in Spanish or English, depending upon a student's language skills. The results go to Dan Sampson, and when a student has the language skills to begin vocational training, QUEST suggestions offer guidance for career selection.

Nancy also visits local companies and stores to find possible employers of STAR students. Nancy helps students decide upon suitable employment, coaches them on filling out applications and interviewing, and drives or directs them to prospective employers.

Besides the above, Nancy takes time to greet almost every student who enters the

Advisees' class attendance and progress, as well as personal well-being, are monitored, and problems are quickly recognized.

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office. She has a wide smile and ready ear for comments or confessions. Nancy, like Dr. Sims and Dan, shows that being bilingual is not essential to play a vital role in the program. Indeed, since STAR students are striving to improve their English, they like to speak with her.

ADVISORY GROUPS

Staff concern for students is manifest through an advisory system. Each of the staff has a group of around 15 students to contact weekly. Advisees' class attendance and progress, as well as personal well-being, are monitored and problems are quickly recognized.

As part of the advisory system, students must sign in each day in the main office where six of the staff, everyone but the counselors, have their desks. This procedure naturally generates a stream of interruptions for the staff, but it also results in daily personal contact. Hence, the student with a problem uses this opportunity to discuss it with someone.

STAR office space, incidentally, has shifted four times in the last year as the staff has grown or C.E.C. demands required offices to be relocated. The sign-in process alerts staff to absenteeism. Thereby, staff uses various follow-up procedures to track students. Usually the Counseling Assistant tries to locate the truant by phone and mail, and notifies the student's advisor of excessive absences. Often this intervention brings to the staff's attention that a student has a crisis which must be resolved. The advisor or counselors then act accordingly. On occasion the situation requires a visit to the student's home and to his classes.

Another means of gauging students' progress in their courses complements the advisory system. Students ask their instructors to fill out a weekly report on conduct, attendance and progress. These forms are turned in to the advisors who take the appropriate action. In cases of poor class progress, the staff advisors consult with student and teachers to improve the situation. If necessary, staff members refer the case to a Counselor or request that the Recruiter Outreach Specialist visit the student and his parents at home.

Examples of timely staff intervention include the Recruiter convincing a father and his son's employer that the young man should only work 25 hours weekly in order to continue in high school. In another case, the VESL instructor realized that her student ate only once a day due to her family's penury; the counselors then helped her mother receive food stamps and discount food services. Subsequently, the girl's participation in the program improved greatly. In another case, a girl with a serious health problem was taken to receive timely medical assistance, laboratory tests and x-rays due to action initiated by the coordinator.

ACTIVITIES

STAR group activities enhance a student's self-image, goal formation, and the unity of the group. Field trips or workshops broaden a student's perspective and raise his expectations. Some functions include field trips to R.S.C., the University of California, and the California State University for orientation tours given by Hispanic student leaders.

Speakers, videos, movies and workshops on alcohol, drugs, AIDS, and sex education prove very helpful and provoke significant discussion and thought.

The education of STAR students is perceived as all-encompassing. Whatever the STAR students' backgrounds, these young people need to be knowledgeable about society, the community, family and those influences which can enable or debilitate them.

In addition to serious undertakings, STAR students have several social activities. While the common denominator is good fun, a secondary result is stronger friendships, values and shared goals. In one all day outing, over 130 students went to a regional park for a picnic and outdoor sports. Besides the staff, several C.E.C. instructors and alumni joined in.

Two dances, one at Christmas and the other at graduation, were held at R.S.C. to unite the students in festive formal occasion. In contrast, a car wash near the end of the spring semester proved fun and productive. Students washed over 75 cars to raise funds for the graduation dance.

Important concrete benefits students receive from STAR include free text books and monthly bus passes. The latter can be used any hour or day and lessens students' expenses in traveling to school and work.

STAR group activities enhance a student's self-image, goal formation, and the unity of the group.

FACILITIES FOR EMPLOYMENT

Most STAR students face pressing financial situations. As a result, families often expect them to work and encourage them to leave school. The STAR program offers several avenues of assistance for such individuals.

ALTERNATIVE COURSE SCHEDULING

The 20 to 25 hour course schedule at C.E.C. can be carried out in a morning, afternoon or evening schedule. Such flexibility permits students to hold down part-time jobs and discourages their dropping out of school.

JOB DEVELOPER ASSISTANCE

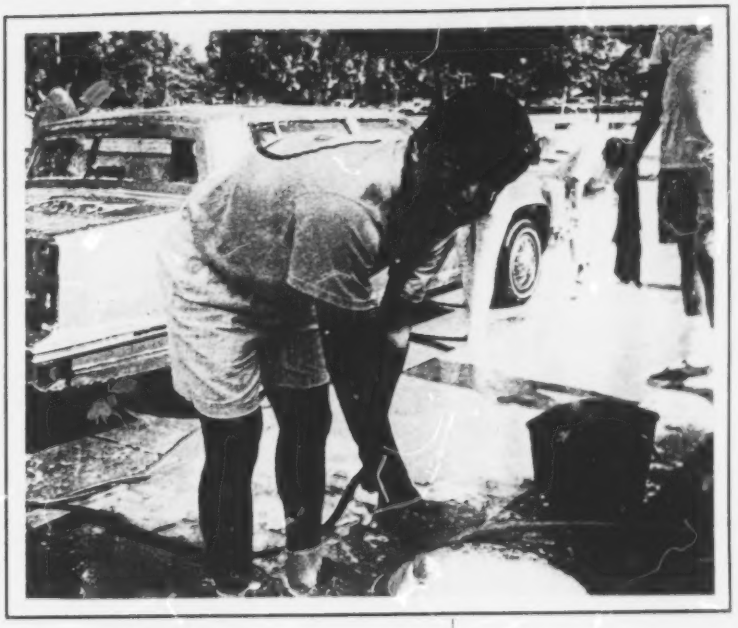
The Job Developer helps needy students find employment by contacting local businesses. She then maintains a positive connection with them for later use. Before sending students to seek work, the Developer counsels them on job search skills and good work habits.

VOCATIONAL E.S.L.

A big attraction of the STAR program is the vocational education component. "I don't need a high school diploma," remarked a student recruited from a local high school. "But I do need a way to earn a living." The vocational classes clearly provide a "way to earn a living" while the individual continues to complete requirements for a diploma.

Prior to entering vocational education classes, and while STAR students perfect their English skills, they also enroll in a vocational E.S.L. course called "Career Selection and E.S.L." (CaSEL). There they take stock of their experience, talents, and preferences. Visits to companies, factories, classes at R.O.P. and R.S.C., guest speakers and class discussion of different vocations help students become informed about vocational choices.

In addition, the CaSEL course improves students' chances of success in vocational courses and future jobs. The course focuses on communciation skills, cooperation, attitude, efficiency, behavior, appearance; dealing with conflict, criticism, and prejudice; realistic goal formation. Students study generic work place vocabulary, language of specific vocations, safety language and policies.



VOCATIONAL TRAINING PROGRAMS

When students complete the CaSEL class and/or have adequate English skills, they are ready to begin vocational training. Then they meet with the Vocational Counselor. He reviews the results of their vocational tests, any past or present work experience, experiences from CaSEL, and assists them in selection and registration in career training. Their choice of courses can be one of the many offered at the R.O.P. centers in three adjacent cities or at R.S.C.

These two institutions have dozens of courses in day, night and Saturday time frames. Most career options require around 10 to 15 hours a week for 4 to 8 months. After a period of instruction in the classrooms, vocational courses often place students in actual job situations to perfect their training. In general, R.O.P. students and graduates are well respected by local businesses.

Since California and particularly Orange County have a booming economy, when students complete their programs, they have good job opportunities open to them. Usually students accept part-time employment in their field while they continue completing their high school courses.

The vocational component of STAR was added in 1989. Around 65 students have been or are now enrolled in a vocational course. Many have completed their certificates in R.O.P. programs.

"I don't need a high school diploma," remarked a student recruited from a local high school. "But I do need a way to earn a living."

Certain difficulties exist within the vocational part of the program. When students add 10 to 15 hours of R.O.P. training to 20 hours of classes, plus 10 to 30 hours of work, the result is overwhelming. Some students leave STAR or drop out of the R.O.P. program.

The staff deals with conflict in different ways. Counselors try to dissuade students from heavy job loads, partly by finding them better paid jobs in order to work fewer hours. Also, the staff emphasizes the concept of long term goals; if students can sacrifice and persevere for 2 to 3 semesters, they achieve futures with many opportunities.

In the same way, raising students' expectations in life and work strengthens the R.O.P. students' resolve to continue in a program. Ways of doing this include taking students on tours of businesses and companies, having R.O.P. graduates speak to them, inviting students into staff members' homes, and discussing real costs of living and supporting a family.

One of the advantages, incidentally, of the R.O.P. program relates to the high school diploma. The High School Subjects program awards 1 credit for every 16 hours completed in the R.O.P. course. In this way, up to 30 credits of R.O.P. study can be applied toward electives for the high school diploma.

HIGH SCHOOL SUBJECTS

In order to obtain a high school diploma or a G.E.D., STAR students must complete the requisite number of credits and the prescribed selection of classes. The High School Subjects Department of C.E.C. is open days and nights until 10 p.m. An excellent group of teachers and aides works with individual students on a tutorial basis, assisting them to prepare for the exams required for the different subjects.

High School Subjects occupies one large room with many tables and chairs. The congenial environment attracts students to come and be with their friends. Usually students work in twos and threes.

Although attendance is not a problem, the rapid completion of the requirements is. STAR staff believes that its students should be finishing up their credits more rapidly. Several possible ways to achieve this are being discussed, including closer work between the advisors and their high school level advisees, and the STAR staff is conferring with the high school staff for suggestions.

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PROGRAM EVALUATION

In the spring of 1990 STAR was studied by two outside evaluators of national reknown. After examining STAR materials and interviewing 16 administrators and staff, the two authorities on vocational and adult education submitted their recommendations.

Dr. Richard L. Resurreccion and Dr. Leonard O. Albright stated that "From its inception the Program had fairly clear direction, and, in spite of the need for more internal organizational communication, operated on course. This relatively successful direction may be attributed to the precise understanding of the Program's need and its management plan.

"However, throughout the fall of 1989, key people were added to the project who exhibited significant motivation and a keen ability to intervene in students' academic and career lives."

An area which the evaluators questioned was ". . . vocational assessment, an especially complicated procedure with the types of population served in STAR . . . The present approach (APTICOM) needs to be examined for possible revisions. Some instructors, particularly those who have developed close relations with their students, seemed to be enriching the assessment process. This approach, together with the use of already existing ROP delivery systems, may be part of the solution."

The conclusions of the evaluators were "STAR is a valuable education program that is meeting its purpose to provide focused intervention in the academic and career lives of potential high school dropout students. Its current high retention (greater than 80%) is a clear quantitative measure of its effectiveness."

In addition, "The cooperative efforts of Rancho Santiago College, the Santa Ana Unified School District, and Central County Regional Occupational Program provide a model of success for other similar settings to consider. However, the qualitative and quantitative success of this model demonstration program has not been adequately communicated to critical decision makers in its three academic institutions, its community, and the greater profession."

PLANS FOR THE FUTURE

After a STAR staff retreat with a C.E.C. dean and one of the above mentioned evaluators, periodic staff meetings and consultation with professionals in the field, the STAR staff proposes to strengthen and expand several areas of the program.

Since everyone recognizes the need to disseminate information on STAR, diverse activities are planned. A STAR Information Day was programmed for November, at which time professionals from the county, state and nation visited the site while the media covered the occasion. Also, more activities are being scheduled with the local school district, businesses, and R.O.P. to inform their staffs about STAR objectives. Literature is ready to be distributed to students, parents, teachers and other interested parties, and a video presenting STAR activities and functions has recently been completed.

The staff wants its efforts to reach and motivate to be increasingly efficacious. To that end, a more structured, informative and persuasive orientation program has been put into place for new students. Weekly a new group receives an information packet spelling out the requirements of the program, T-shirt and identification card.

Prior to beginning classes, students will have half an hour with one of the three counselors to discuss backgrounds, needs, services, and to lay the groundwork for close future communication. Throughout the semester group activities will unite and guide students in their goals to complete their education and become prepared in a vocational skill.

Due to the limitation of funds for certain STAR needs, the staff plans to cultivate ties with local service groups and

". . . the qualitative and quantitative success of this model demonstration program has not been adequately communicated to critical decision makers in its three academic institutions, its community, and the greater profession."

individual volunteers. The latter can serve as Big Brothers or Sisters to STAR students, initiate them into American mores, and give them assistance with their language mastery. Local service groups can bolster the program in different ways. If they support STAR fund raisers, the money gained can be used for medical expenses for students, sports equipment, social activities like picnics and dances, and outings to sports events or amusement parks, places few STAR students can afford to attend.

The STAR enrollment should almost double this fall. The funding parameters require that, so recruiting continues. With a larger group, the staff has the responsibility for more individual young people. Consequently, more time will be required of STAR personnel to maintain their previous level of communication with and motivation of students.

In order to help students complete their high school subject requirements more rapidly, various strategies will be used. The counselors have studied the situation and will contact the instructors and encourage their assistance to move individuals along at a steady pace. Some peer tutors or college student tutors can also be used. Since the high school program is essentially self-paced and a tutorial system, STAR staff intervention should help students complete their courses in a timely fashion.

Usually the biggest challenge STAR students and the program face is the desertion of students due to financial need. Before that extreme step occurs, however, there are degrees of crisis and alarm. Most students work. The number of hours basically depends upon family necessity.

To keep the students from dropping out to work full time, several measures are used. First, STAR staff stresses that students should not work over 25 hours a week. Hopefully, orientation and concerted effort and contact will hinder students' acceptance of work schedules impossible to fulfill while studying full time. If a family crisis exists, a counselor or the outreach specialist visits the home to direct them to community assistance. Greater use of the services of the STAR job developer also results in students finding positions which are better paid; therefore, they can work fewer hours.

The dropout pressure reaches its high point when students are required to enroll in vocational classes in addition to their regular load of subjects and their jobs. The staff deals with this by supporting and counseling these individuals, and encouraging them to withstand the strain for one or two semesters. Upon completion of R.O.P., students find jobs which pay better than their previous ones, besides working in a place with a future.

these are young men and women who, given the appropriate training, can become valuable contributing members of society.

The STAR staff plans to strengthen involvement with parents of students in the program. Home visits, parent meetings, meetings in the neighborhoods of students, letters and literature sent to families, all should improve ties between staff and parents.

ASSISTANCE IN REPLICATING THE PROGRAM

One of the major objectives of STAR is to serve as a model for other areas to confront the problem of high school dropouts. The STAR staff welcomes inquiries from interested parties on this question.

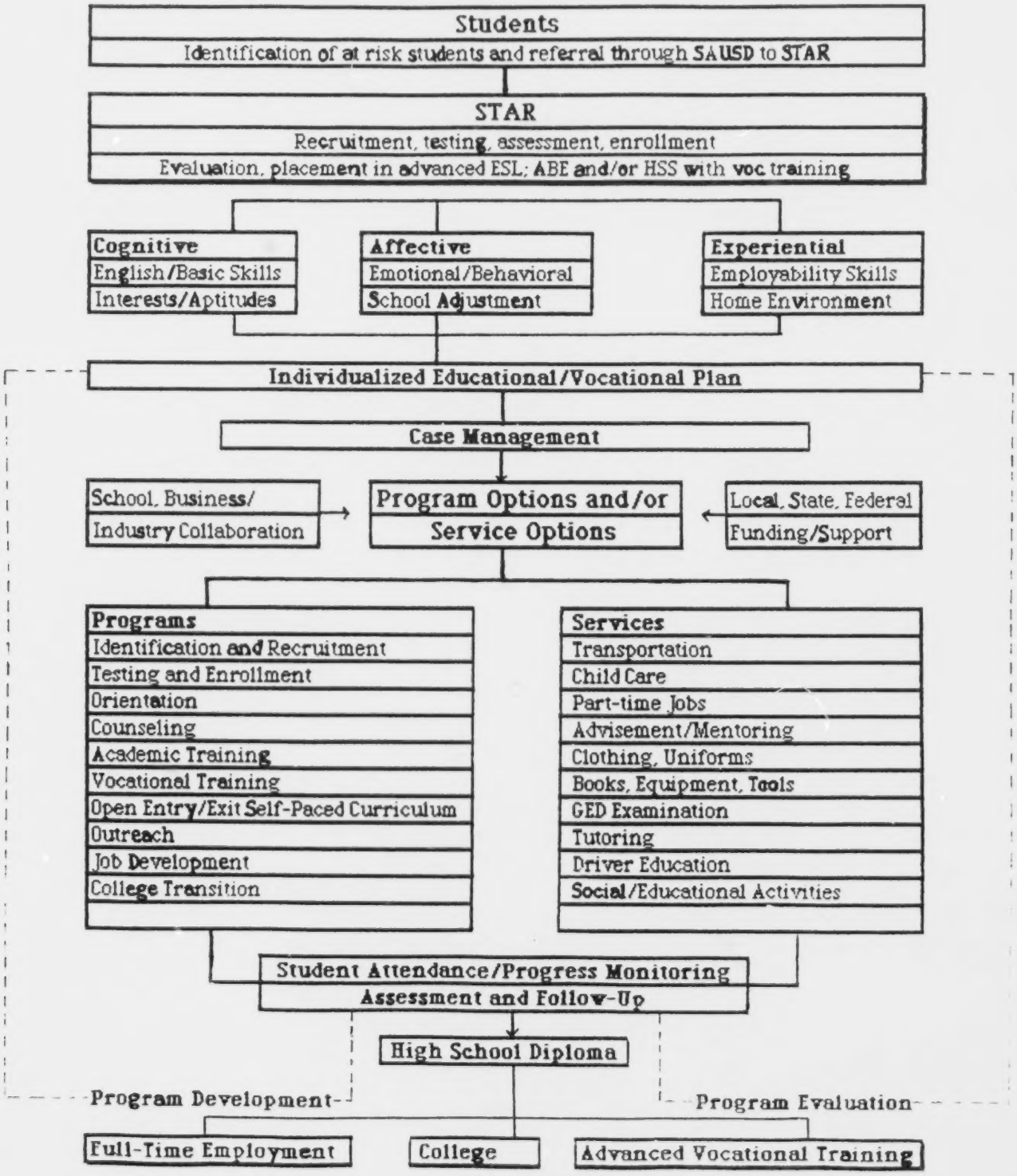
The Coordinator or another staff member is available to give detailed information on the program and advice about its implementation. If necessary, one of the staff members can visit a site to discuss optimum utilization of the STAR experience.

The STAR prototype is particularly suitable for a community with youth who are limited English proficient, have financial difficulties, and lack job preparation; these are young men and women who, given the appropriate training, can become valuable contributing members of society.

For more information, write to Dr. Adrienne Sims, Director, STAR Program, Centennial Education Center, 2900 West Edinger, Santa Ana, CA 92704. The telephone is (714) 667-3445/3337. As of January, 1991, the telephone number will be (714) 564-5068/5064.

APPENDIX

Program Hierarchy Chart



CONTINUING EDUCATION
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

TERM
S ☐ 1
SS ☐ 2
F ☐ 3
19 ____

Date _____

OFFICE USE ONLY
☐ New
☐ Readmit
Student No.
District
Clerk / Date

(Please Print)

Last Name | First Name | Middle Name | Maiden Name

Date of Birth ___ ___ ___ (___) Social Security Number ___-___-___ Sex ☐ Male 1 ☐ Female 2 Telephone Number

Mo. Day Year Age

ADDRESS WHILE ATTENDING RANCHO SANTIAGO CONTINUING EDUCATION — Please complete the following information.

Address Number and Street | City | State | Zip

Have you resided continuously in California for the past 12 months? Yes ☐ No ☐ Date you arrived ___/___/___

Who of the following are in active military service? Self ☐ Parent ☐ Spouse ☐ None ☐

CITIZENSHIP OR VISA STATUS
Write the appropriate code (shown in parenthesis) on the box at the right → Citizen or Visa
(0) U.S. Citizen
(1) F-1 Student
(2) Visitor or Other
(3) Immigrant (Perm. Resident)
(4) Refugee (I-94) # _____

Place of Birth _____ State or Foreign Country

If you are an immigrant, indicate date your green card was issued ___/___/___ **AMNESTY APPLICATION NUMBER** _____

I HAVE ATTENDED RANCHO SANTIAGO CONTINUING EDUCATION:
(1) Last Term (2) First Term (3) Returning after absence of one or more terms → Enrollment

ETHNIC SURVEY
(Information needed for Federal reporting)
(1) American Indian (4) Pacific Islander (7) Other (Non-Caucasian)
(2) Black (Non-Hispanic) (5) Hispanic (8) White
(3) Asian (6) Philippine (9) Alaskan native
→ Ethnic

HIGH SCHOOL RECORD
I have completed
(Write appropriate number at right)
(1) High School Diploma (4) Proficiency Exam (7) No High School diploma or unknown
(2) GED (5) Certificate of Completion
(3) Certificate of Proficiency (6) Foreign High School Diploma
→ Type of Diploma

Last grade completed 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 → Grade

Family income: (1) 0-6999 (2) 7000-7999 (3) 8000-8999 (4) 9000-9999 (5) 10000-10999 (6) 11000-11999 (7) 12000-12999 (8) 13000-13999 (9) 14000 or more → Income

Number in Household: (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 (9) 9 or more → Family

I certify that the above information is true and correct _____
Student Signature

Ticket Number	Status: Audit	Status: H.S. Credit	Course Title	Teacher	Location	Day	Time
18							
							19

10-88
FORM 309(F)

STAR Contract

As a student in the STAR Program I agree to do the following:

a. attend my courses (academic and vocational) as required, unless I have permission from my Counselor/Advisor to do otherwise or call in the day of an absence to inform staff

b. honor the STAR Attendance Policy:
   1. attend 24 clock hours for each course taken; accumulate no more than five consecutive class absences at any time
   2. if #1 is not honored, I will be dropped from STAR and considered ineligible to return

c. submit a completed attendance card to the Assessment Assistant on a weekly basis

d. keep counseling/other appointments

e. participate in individual advisement sessions

f. participate in student advisory group meetings

g. take advantage of program/other services, especially those recommended by my Counselor/Advisor

h. if working, limit my work hours to 20 - 25 per week during my enrollment in STAR

STAR Program staff agrees to provide the following:

a. textbooks for required courses

b. tutorial help for coursework and proficiency exams

c. updates/evaluations of your student status

d. assistance in finding a part-time job (if permitted to work in the U.S.)

e. driver education (if over 18 years of age)

f. program academic/vocational test administration, scoring, interpretation

g. support/other services, as needed and available

Student Signature_____ **Date**_____

Parent Signature_____ **Date**_____

Staff Signature_____ **Date**_____

Individualized Educational/Vocational Plan
STAR

Personal Data

Student's Name_____ Social Security No._____

Residence Address_____
(street)

_____ Residence Telephone Number_____
(city)

Message Telephone Number_____ Date of Birth_____ Age_____

Ethnic Group

*Latin/Hispanic*_____ *Asian/Pacific Islander*_____

*White (non-Hispanic)*_____ *African-American*_____

*Native American*_____ *Other (print)*_____

Sex *Male*_____ *Female*_____

Name of High School:_____ Entering Grade Point Average_____

Status Data

Languages Spoken (other than English)_____

Driver License_____ Transportation_____

Educational Goals_____

Vocational Goals_____

Initial Academic Placement_____ Initial Vocational Placement_____

Restrictions/Disabilities_____ Credits Needed to Graduate_____

Name of Assigned Advisor_____

Testing Data

English Placement Test_____ Test Date_____ Results_____

Test of Adult Basic English_____ Test Date_____ Results_____

Pre-Employment Work Maturity Competencies____ Test Date_____ Results_____

CASAS_____ Test Date_____ Results_____

Testing Data (continued)

Apticom_____ Test Date_____ Results_____

Proficiency Tests_____ Test Date_____ Results_____
(by subject area)

_____ Test Date_____ Results_____

_____ Test Date_____ Results_____

Tutoring/Remediation_____

Employment Data

Short-Term Career Goal_____

Long-Term Career Goal_____

Barriers to Employment

Transportation___ Child Care___ Housing___ Health___ Education___

Driver License___ Limited/No Work Experience___ Disability_____

Limited English____ Ex-Offender_____ Welfare Recipient_____

Assistance Data

Organization (i.e., probation, mental health, social services)	*Contact Person*	*Telephone Number*

Special Needs_____

Support Services_____

Student Assessment

Counselor's Comments/Recommendation_____

_____

Counselor's Signature_____

Student's Signature_____

Appointment Date(s)_____

Attendance Card for STAR Students

RETURN TO: ROSE GUTIERREZ RETURN BY:

PERIOD ENDING: SEMESTER: STAFF ADVISOR: Yes

NAME: PERMANENT #:

INSTRUCTIONS: Please ask your instructor to initial your card and to rate your attendance (A)*, progress (P)*, and conduct (C)*, using the scale below.

SCALE: E-Excellent S-Satisfactory N-Needs Improvement

TICKET #	DESCRITION	ROOM	TIME	DAYS	INSTRUCTORS INITIALS	A*	P*	C*

COMMENTS:

STAR STUDENT PROGRESS REPORT

SEMESTER: YEAR:

NAME: PERMANENT #:

ADDRESS: PHONE #:

CITY: STATE: ZIP CODE:

TALLY OF REPORTS

1st: picked up: returned:

2nd: picked up: returned:

3rd: picked up: returned:

4th: picked up: returned:

5th: picked up: returned:

6th: picked up: returned

COUNSELOR EVALUATION FORM

ORIGINAL _____
UP-DATE _____

Perm # _____

PLACEMENT SCORES

Vocab. _____ AM _____
Comp. _____ PM _____
Total _____ Ev _____

Name _____
Last First Middle

TRANSCRIPT: Pending/Evaluated/Foreign Req. Composition Course Completed YES-NO

Residency Course Work Completed Transcript _____

15 Credits Yes _____ No _____ C.E.C. _____

CREDIT REQUIRED		CREDIT EARNED	CREDIT NEEDED
40	English Communication		
20	Mathematics		
20	Science		
10	Social Studies		
5	U.S. History I		
5	U.S. History II		
5	American Government I		
5	American Government II		
5	Life Skills		
10	Fine Arts/Foreign Language		
✓	First Aid/Health Verification		
35	Electives Earned _____		

160 TOTAL REQUIRED CREDITS	Total Cr. Earned	Total Cr. Needed

Proficiencies (✓ if passed) **Date:**

Reading ☐ _____
Mathematics ☐ _____
Language Skills ☐ _____
Composition ☐ _____
Consumer Education ☐ _____

Alternative Credit

Consumer Task Skills _____
Work Experience _____
G.E.D. _____
Other _____
Transcript Credit Rec'd _____
R.S.C.C.D. Credit Earned _____

Program Recommendations _____

_____

_____ Counselor _____ Date _____

C-2000.Revised 9/86

High School Graduation Requirements Sheet

This sheet is intended as a guide for students and staff. Specific academic circumstances should be discussed with the counselor.

General Studies Program (160 credits minimum)

English	40	Required
(Recommended)		
English Fundamentals I-II		
English Fundamentals III-IV		
English Composition I-II		
English Spelling-Vocabulary		
Mathematics	20	Required
(Recommended)		
Basic Mathematics I-II		
Essentials of Mathematics I		
Algebra IA/1B		
Science	20	Required
(Recommended)		
Basic Science I-II		
Physical Life		
Health		
Social Studies	30	Required
(Recommended)		
U.S. History I-II		
American Government		
Economics or Geography 1A/1B		
Life Skills	5	Required
(Recommended)		
Positive Life Attitudes Course		
ROP Course		
Business Course		
Vocational/Trade Course		
Work Experience		
Consumer Education Course		
Consumer Education Tasks		
Fine Arts/Foreign Language	10	Required
(Recommended)		
Consumer Tasks		
Foreign Transcript Electives		
Electives	35	Required
(Recommended)		
GED		
Work Experience		
Proficiency Examinations		Required
Reading Proficiency		Language Proficiency
Mathematics Proficiency		Composition Proficiency
Consumer Education Proficiency		

ANNIVERSARY
1915
1990
RANCHO SANTIAGO COLLEGE
SANTA ANA COLLEGE
75

JC

STUDENT GUIDEBOOK

1990-91

Text by Dr. Adrienne Sims
Summer, 1990

STAR PRODUCES GRADUATES

Time to Hit THE BOOKS

Name _____

WELCOME

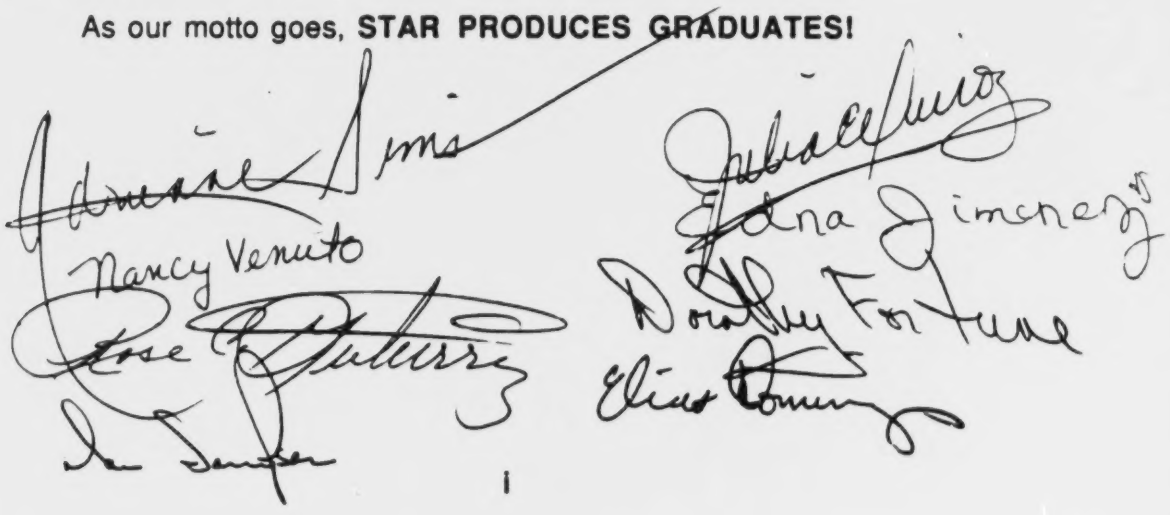
It is with great pleasure that we welcome you to the Rancho Santiago Community College District and to the STAR Program at the Centennial Education Center where you are enrolled as a student.

We think you deserve the best and want you to believe that. Currently you are in the process of completing a special course of studies leading to a high school diploma. In addition, the diploma will be issued by the college rather than your high school.

What a high point in your educational career! You are being provided with those things you need to ensure your success, and your only goal is to "make it." If you simply meet program requirements, your goal will be realized.

As much as possible, we are willing to help you realize your goal. It is our intention to do our best for you as long as you do your best for yourself. We will work closely with you. Also, feel free to call upon us as needed.

As our motto goes, **STAR PRODUCES GRADUATES!**



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NOTES

INTRODUCTION TO THE STAR PROGRAM

The Student Transition and Retention (STAR) Program is a joint project of the Rancho Santiago Community College District, Santa Ana Unified School District, and Central County Regional Occupational Program in Santa Ana, California. A dropout prevention program housed at the Rancho Santiago Centennial Education Center, STAR provides a high school diploma along with vocational training. Seventeen through 21 year-old students who are mainly Latino, in addition to Asian/Pacific Islander, White, and African American, are in the program.

Program enrollment is open to students identified by their high schools as needing services beyond those provided by the school. These students function at English level "A" or better. An average of a year-and-a-half to two years is customary for program completion and many services are provided during that time. The services offered by the program, the college, and/or service providers in the community, business an industry are: recruitment, testing and enrollment, counseling, academic training, vocational training, outreach, job development, support services, and college transition.

One of ten national recipients of a grant from the U.S. Department of Education, and a California Demonstration Site, the STAR Program is recognized for particular strengths in identification/recruitment and partnership among education, business/industry, and the community.

LIFE AS A "STAR"

Identification and Recruitment

The High School and Community Outreach Specialist visits the local Santa Ana high schools. The counselors, teachers and/or assistant principals there meet with the Specialist to recommend certain students for STAR. Criteria for recommendation include: students must be 17-21, they need special services beyond those offered by the high school to ensure high school completion, and they should be functioning at English "A" or above.

Recommended students are then summoned to meet with the Specialist, usually in the high school couseling or career center, for transcript review and discussion of STAR. Eligible students may elect to enroll in the STAR Program.

Enrollment requires 20 - 25 hours of class per week, a maximum work load of no more than 25 hours a week, a course in Vocational English as a Second Language and/or another vocational area, and participation in program activities.

Testing and Enrollment

When the High School and Community Outreach Specialist has determined which students are eligible for STAR, he refers those students to the Assessment Assistant for testing. The Assessment Assistant sets up testing appointments at the high schools and requests certain student documents. Documents include a birth certificate, proof of residency in the district, draft card, proof of citizenship and/opr social security card.

At the time of the appointment the Assessment Assistant confers with students. She designates those who have a good command of English to take the TABE (Test of Adult Basic Education). Other students are designated to take the English as a Second Language Placement Examination. Neither test reflects intellectual superiority or inferiority since both are used to determine STAR placement level. Those who are more accomplished are generally placed in Adult Basic Education or High School Subjects, while others are initially placed in advanced English as a Second Language before they move to ABE or HSS.

Counseling

After the testing process, the Counseling Assistant develops individualized files and makes an appointment for students on-site at the Centennial Education Center. That person then passes those files to the Academic Counselor who reviews their contents. The Academic Counselor reviews the files, meets with students for transcript evaluation, then officially enrolls them, develops an Individualized Educational/Vocational Plan, assigns course loads, and discusses community assistance options, as necessary. Given the open-entry, open-exit nature of the program, she also works on securing class openings during the academic year.

Not alone in her duties, a Vocational Counselor and College Transition Counselor assist the Academic Counselor, often performing those same duties. In addition, the Vocational Counselor places students in vocational courses through the Regional Occupational Program and interprets vocational tests. The College Transition Counselor prepares interested students who are near graduation for enrollment in the college's associate of arts or certificate programs.

Academic Training

In order to obtain a high school diploma, students must eventually complete the required number of credits and the prescribed selection of courses through the Centennial Education Center. Study toward the diploma can take place through a number of routes: placement in English as a Second Language, Adult Basic Education, High School Subjects, or a combination of those. Assessment takes place at each level of the curriculum with pre/post tests and students may advance from one level to the next as competence is demonstrated via proficiency testing or satisfactory completion of proficiency level courses. Each curriculum is competency-based and open-entry/open-exit.

The ESL curriculum includes beginning to intermediate levels of English. Placement is determined using a criterion-referenced instrument called CASAS. Courses are centered around CASAS life skill competencies and grammar and composition competencies, emphasizing communicative competence in English. Demonstrated competence in ESL qualifies students for placement in ABE and/or HSS.

ABE and HSS are equivalent to training received in the formative years. Students in ABE must demonstrate competence in reading, writing, spelling, vocabulary, math, English usage and grammar (usually before moving to HSS). Students in HSS must demonstrate competence in reading, English skills, composition, math, and consumer education.

Vocational Training

Vocational training supplements academic training. Before vocational training takes place, however, students are given a Pre-Employment Work Maturity Competencies assessment (identified by the Santa Ana Industry Council). Administered by the Career Technician, the assessment is used to determine which competencies need to be mastered on an individual basis.

The P-EWMC curriculum is a teacher and employer developed package of teaching and instructional materials geared to the interests and learning activities of young adults. Pre-tests measure general knowledge, then a series of sessions involving guest speakers, group tasks, videos, role playing, simulations, games, paper and pencil tests, are used to teach concepts, while a post-test measures mastery of concepts. Employers and vocational training staff are sometimes involved in evaluation of competencies.

Following the post-test, students take an APTICOM, a computer assessment tool, to determine their vocational interests and aptitudes. Based on interest and aptitude areas, the Vocational Counselor meets with students to interpret what these areas may mean - now and in the future. He schedules students into vocational training courses as a result.

While students improve their English skills, they enroll in a voctional ESL course called "Career Selection and ESL (CASEL). In the course they take stock of their experiences, talents and preferences. Visits to companies, factories, vocational courses, guest speakers an class discussions inform students about vocational choices. CASEL heights students' success in vocational training as well as future jobs. The course focuses on communication skills, cooperation, attitudes, efficiency, behavior, appearance, and problem-solving.

Other vocational courses taken through the Central County Regional Occupational Program or Rancho Santiago College, main campus, are as follows:

CCROP

Advanced Office Technology
Advanced Video Production
Air Conditioning
Animal Care
Appliance Repair
Architectural/Engineering Drafting
Automotive Body Repair and Finishing
Auto Brake and Suspension
Automobile Spray Painting
Automotive Careers
Automotive Service Bay Mechanic
Auto Tune Up and Emission Control
Auto Upholstery/Customizing
Banking Careers/ Financial Occupations
Building Service Technician
Bus Driver Training
Business Skills/Secretarial Services
Careers with Children

Cashiering and Sales
Child Care Aide (Advanced)
Clerical Office Skills
Computerized Accounting
Computer Aided Drafting
Computer Applications Specialist
Computer Data Entry Operator
Computer/Electronic Repair
Computer Graphics
Computer Repair
Construction Technology
Cosmetology
Dental Chairside/Assistant
Dental Front/Office
Dental Radiography
Desktop Illustrating and Publishing
Electronic Assembly
Electronics, Basic
Electronic Technician
Fashion Merchandising
Fiberglass and Plastics Occupations
Fire Science
Floral Design/Floral Occupations
Furniture Upholstery
General Office Clerk
General Office Skills
Graphic Layout Artist
Grocery Checking
Hardware Merchandising
Health/Fitness and Sports Injury Technician
Home Health Aide
Hospital Occupations
Hospital Unit Coordinator/Ward Clerk
Hotel and Restaurant Occupations
Hotel and Front Office Occupations
Import-Export Business
Interior Decorating
Jewelry Manufacturing/Repair
Landscape Nursery
Legal Secretary
Manicurist
Medical Assistant (Back Office)
Medical Assistant (Front Office)
Medical Assistant Core
Medical Clerical Skills
Medical Computerized Insurance
Medical Transcription
Merchandising
Merchandising/Specialty Retailing
Mill Cabinet
Nursing Assistant
Nurse Assistant/Convalescent Care
Recreational Training/Leadership
Small Business Operations
Teacher Aide
Television Production
Teller Training
Welding
Word Processing

RSC - main campus

accounting
auto mechanic
banking
clerk typist
computer-assisted drafter
computer programmer
cosmetology
diesel and heavy equipment
early childhood
electronics technician
engineering technician
fashion designer
fire fighter
insurance
legal assistant
medical assistant
nursing
pharmacy technician
police officer
real estate
retail management
secretary
teacher's aide
travel agent
word processing operator

Outreach

In addition to identification and recruitment, the High School and Community Outreach Specialist is involved in outreach. As such, he organizes parent gatherings, makes student home visitations, and corresponds with students by letter and telephone regarding their program status, as necessary.

Outreach is an integral part of the STAR Program and is, in some cases, shared with other staff members.

Job Development

The Career Technician, in addition to vocational testing, is involved in job development. By contacting local businesses, she helps needy students find jobs. She also counsels students on job search skills and good work habits before referring them to local places of employment for jobs appropriate to their skill and ability levels.

For students who are interested, the Technician teaches a course entitled Getting and Keeping a Job, offered for elective credit, which explores strategies for job search and maintenance. Covered in the course are: professional development, planning for the future, setting goals, resource management, job maturity skills, and, finally, searching for and selecting a job.

STAR Support Services

The STAR Program is committed to students' success. Therefore, the program provides support services whose purpose it is to facilitate learning and survival. The following services are available:

a. **transportation:** bus passes are provided through STAR and van transportation to RO training sites by CCROP
b. **child care:** child care is provided at the Day Care Center housed at the Centennial Education site
c. **part-time jobs:** the Career Technician assists in job development and acquisition for needy studetns with the understanding that they work no more than 25 hours weekly
d. **counseling:** program counselors are available for personal, academic and vocational counseling as well as community assistance referral
e. **clothing, uniforms, equipment and tools, books:** STAR provides some supplies and others are available through the Assistance League of Santa Ana, etc. etc., for students requiring them
f. **GED examination:** STAR has an agreement with a local testing site for test administration and payment
g. **tutoring:** a STAR tutorial program is available for needy students in certain subject areas as well as for proficiency examinations
h. **social activities:** STAR conducts activities throughout the academic year for student socialization; some include picnics, UCI Field days and dances
i. **driver education:** driver education and behind-the-wheel training are provided by STAR through the local unified school district for interested students who are 18 and above

10

College Transition

The College Transition Counselor interfaces with students near graduation to determine whether they want to continue their studies after STAR. Options available to students are enrollment in the Rancho Santiago College associate of arts or certificate programs.

For those who are interested, the Transition Counselor sets up a number of activities. Some of those activities are as follows: Rancho Santiago College (RSC) orientation course, RSC Junior Day, Early Decision Program, field trips to California State University at Fullerton and University of California campuses in Southern and Northern California, college and educational/career information sessions, follow-up counseling regarding STAR graduation and short-/long-term goal planning.

College Support Services

A variety of support and other services is available through Rancho Santiago College. RSC students are automatically members of the Associated Student Body and, therefore, entitled to those services. A library/ASB card is issued free of charge for use of services. The Activities Office, located at RSC, main campus provides information on services. Some services available are as follows:

free entrance to home football and basketball games

recreation room and student lounge

video games	billiards
table tennis	backgammon
chess	checkers
television	asst. table games

monthly barbecues and concerts
homecoming week activities
ASB leadership conferences
club information days
elections for ASB officers
speakers
educational programs
High School Senior Day
Halloween activities
student discount cards
optical and dental discounts
RSC theatre productions discounts
planetarium presentation discounts
used book discounts
typewriters
bus passes
sell-back of books
faculty office hours

***el don* newspaper**
***The Campus Dispatch* newsletter**
student government
suggestion boxes
community projects
Red Cross blood drives
free legal assistance
recreational sports program
cultural events
RSCactivity hours
RSC enter-musement discounts
voter registration
themed events
copy machines
pay phones
auto repair
parking spaces
dances

Other services are available and information on them can be obtained from the following places:

Office of Public Affairs
The Box Office
The Business Office
The Disabled Student Cetner
Community Services Office
International Student Program
Tutorial Learning Center
New Horizons
Scholarship Desk
Veterans Service

Counseling and Guidance Office
Don Bookstore
EOPS Office
Financial Aid Office
Job Placement Office
Language and Assessment Center
Nealley Library
Student Health Center
Testing Center
Food Service

New Student Orientation

Time	Activity
1:00 - 1:20 p.m.	Sign-in Informal Reception
1:25 - 1:30 p.m.	Welcome Convocation
1:30 - 2:00 p.m.	Overview of Life as a "STAR" Academic Component Vocational Component Support Services Social Services Extracurricular Activities Options After Graduation Questions/Answers
2:00 - 2:10 p.m.	Video Presentation
2:15 - 3:00 p.m.	Picture-Taking

MONTH: September

YEAR: 1990

CALENDAR OF STAR ACTIVITIES

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Labor Day	4 Instruction begins	5 -Student Advisory Meeting 12 - 1 p.m. *	6	7 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	8
9	10	11	12 -Individualized Student Conferences 12 - 1 p.m. *	13	14 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	15
16	17	18	19 -Student Advisory Meeting 12 - 1 p.m. *	20	21 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	22
23	24	25	26 -Seniors Meeting 9 - 11 a.m. *	27 Picnic (Miles Square Park) 10 a.m. - 4 p.m. *	28 -Teachers' Day -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. * (28 cont) -Parent Meeting 6:30 - 8 p.m. *	29 Yom Kippur -Driver Training 1:30-4:30pm
30						

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MONTH: October

YEAR: 1990

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 -Student Advisory Meeting 12 - 1 p.m. *	4	5 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	6 -Driver Training 1:30-4:30pm
7	8	9	10 -Individualized Student Conferences 12 - 1 p.m. *	11	12 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	13 -Driver Training 1:30-4:30pm
14	15	Bosses Day 16	17 -Student Advisory Meeting 12 - 1 p.m.*	18	19 -UCI, 25th Anniversary Festival 9 p.m. - 10 p.m. on 20th *-NSO-1-2:15, PT-2:15-3*	20 -Driver Training 1:30-4:30pm
21	22	-Tutorial 23 10 am - 12 noon *	24 -Seniors Meeting 9 - 11 a.m.* -Individualized Student Conferences 12 - 1 p.m. *	25	26 -UCI, Octoberfest 12 - 6 p.m. -New Student Orientation, 1-2:15 p.m. -Picture-Taking, 2:15-3*	27 -Driver Training 1:30-4:30pm
28	29	30	31 -Halloween party/pot lunch 12 - 1 p.m.			

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MONTH: November

YEAR: 1990 November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	3 -Driver Training 1:30-4:30pm
4	5 -UCI, Rainbow Festival 12 - 3 p.m.	6	7 -STAR Information Day, 8:30am - 2pm	8	9 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	10 -Driver Training 1:30-4:30pm
11	12 Veteran's Day	13 -Tutorial 10 am - 12 noon*	14 -Student Advisory Meeting 12 - 1 p.m. *	15	16 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	17 -Driver Training 1:30-4:30pm
18	19	20	21 -Individualized Student Conferences 12 - 1 p.m. * -Potluck/Food Drive	22 Thanksgiving	23 Holiday	24 -Driver Training 1:30-4:30pm
25	26	27 -Tutorial 10 am - 12 noon*	28 -Student Advisory Meeting 12 - 1 p.m. *	29	30 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	

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MONTH: December

YEAR: 1990

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 -Driver Training 1:30-4:30pm
2	3	4 -Tutorial 10 am - 12 noon*	5 -Individualized Student Conferences 12 - 1 p.m.*	6	7 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	8
9	10	11	12 -Student Advisory Meeting 12 - 1 p.m.*	13	14 -New Student Orientation 1 - 2:15 p.m.* -PT, 2:15 - 3 p.m. -Parent Meeting* 6:30 - 8 p.m.	15 -STAR Dance (Toys for Tots) 8 p.m. Johnson Ctr
16	17	18 -Tutorial 10 am - 12 noon*	19 -Individualized Student Conferences*	20 Instruction ends -Staff Xmas lunch/ gift exchange	21	22
23	Holiday 24	Christmas 25	26	27	28	29
30	31					

MONTH: January

YEAR: 1991 January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Holiday 1	-Student Adv/ Ind Conferences 12 - 1 p.m. * 2 Staff Development →	3	-New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.* 4	5
6	7 Staff Development →	8	-Student Adv/ Ind Conferences 12 - 1 p.m.* 9		-New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.* 11	12
13	14 -Instruction begins	-Tutorial 10 am - 12 noon * 15	-Student Adv/ Ind Conferences 12 - 1 p.m.* 16	17	-New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.* 18	19
20	Martin Luther King, Jr.'s Birthday 21	22	-Student Adv/ Ind Conferences 12 - 1 p.m.* 23	24	-New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.* 25	26
27	28	-Tutorial 10 am - 12 noon 29 *	-Student Adv/ Ind Conferences 12 -1 p.m.* 30	31		

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MONTH: February

YEAR: 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	2
3	4	5	6 -Student Adv/Ind Conferences 12 - 1 p.m. *	7	8 Lincoln's Birthday	9
10	11	12 -Tutorial 10 am - 12 noon *	13 -Student Adv/ Ind Conferences 12 - 1 p.m. *	14	15 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	16
17	18 -Washington's Birthday	19	20 -Student Adv/ Ind Conferences 12 - 1 p.m. *	21	22 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	23
24	25	26 -Tutorial 10 am - 12 noon *	27 -Student Adv/ Ind Conferences 12 - 1 p.m. *	28		

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MONTH: March

YEAR: 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	2
3	4	5	6 -Student Adv/ Ind Conferences 12 - 1 p.m.*	7	8 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	9
10	11	12 -Tutorial 10 am - 12 noon*	13 -Student Adv/ Ind Conferences 12 - 1 p.m.*	14	15 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	16
17	18	19	20 -Student Adv/ Ind Conferences 12 - 1 p.m.*	21 STAR Picnic (Irvine Park) 10 - 4 p.m.	22 -New Student Orientation 1 - 2:15 p.m. PT, 2:15 - 3 p.m.* -Parent Meeting 6:30 - 8 p.m.*	23
24	25 Spring Break	26	27	28	29	30
Easter 31						

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MONTH: April

YEAR: 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 -Tutorial 10 - 12 noon *	3 -Student Adv/Ind Conferences 12 - 1 p.m.*	4	5 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	6
7	8	9	10 -Student Adv/Ind Conferences 12 - 1 p.m.*	11	12 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	13
14	15	16 -Tutorial 10 - 12 noon *	17 -Student Adv/ Ind Conferences 12 - 1 p.m.*	18	19 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	20
21	22	23	24 -Student Adv/ Ind Conferences 12 - 1 p.m.*	25	26 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m.*	27
28	29	30 -Tutorial 10 - 12 noon *				

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MONTH: May

YEAR: 1991 May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 -Student Adv/Ind Conferences 12 - 1 p.m. *	2	3 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	4
5	6	7	8 -Student Adv/ Ind Conferences 12 - 1 p.m. *	9	10 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	11
12	13	14 -Tutorial 10 - 12 noon *	15 -Student Adv/ Ind Conferences 12 - 1 p.m. *	16	17 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	18
19	20	21	22 -Student Adv/ Ind Conferences 12 - 1 p.m. *	23	24 -New Student Orientation 1 - 2:15 p.m. -Picture-Taking 2:15 - 3 p.m. *	25
26	27 Memorial Day	28 -Tutorial 10 - 12 noon *	29 -Student Adv/ Ind Conferences 12 - 1 p.m. *	30	31	

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MONTH: June

YEAR: 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5 Instruction Ends -Student Adv/Ind Conferences 12 - 1 p.m.	6 Commencement	7	8 -STAR Dance 8 p.m. Johnson Ctr
9	10	11	12	13	14	15
16	17 Instruction Begins	18	19	20	21 -Parent Meeting 6:30 - 8 p.m.*	22
23	24	25	26	27	28	29
30						

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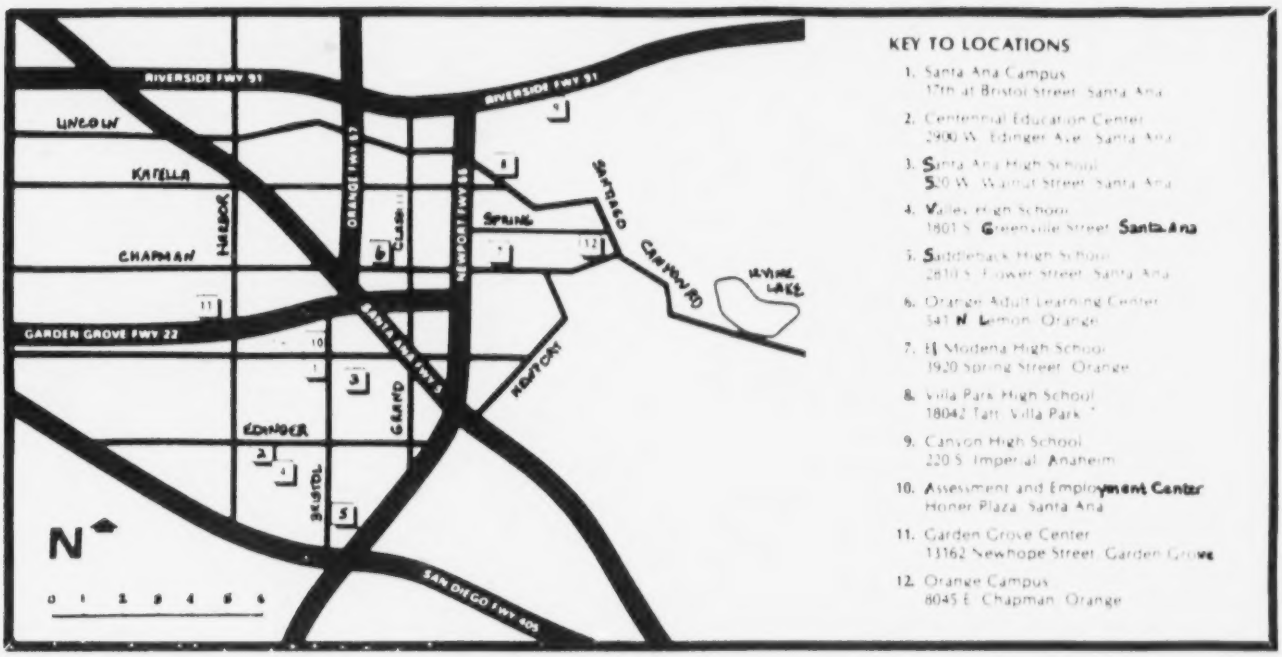
MONTH: [redacted]

YEAR: 1991 July

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 Independence Day	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 Instruction Ends	27
28	29	30	31			

COLLEGE MAPS

RANCHO SANTIAGO DISTRICT



KEY TO LOCATIONS

1. Santa Ana Campus
   17th at Bristol Street, Santa Ana
2. Centennial Education Center
   2900 W. Edinger Ave., Santa Ana
3. Santa Ana High School
   520 W. Walnut Street, Santa Ana
4. Valley High School
   1801 S. Greenville Street, Santa Ana
5. Saddleback High School
   2800 S. Flower Street, Santa Ana
6. Orange Adult Learning Center
   341 N. Lemon, Orange
7. El Modena High School
   1920 Spring Street, Orange
8. Villa Park High School
   18042 Taft, Villa Park
9. Canyon High School
   220 S. Imperial, Anaheim
10. Assessment and Employment Center
    Honer Plaza, Santa Ana
11. Garden Grove Center
    13162 Newhope Street, Garden Grove
12. Orange Campus
    8045 E. Chapman, Orange

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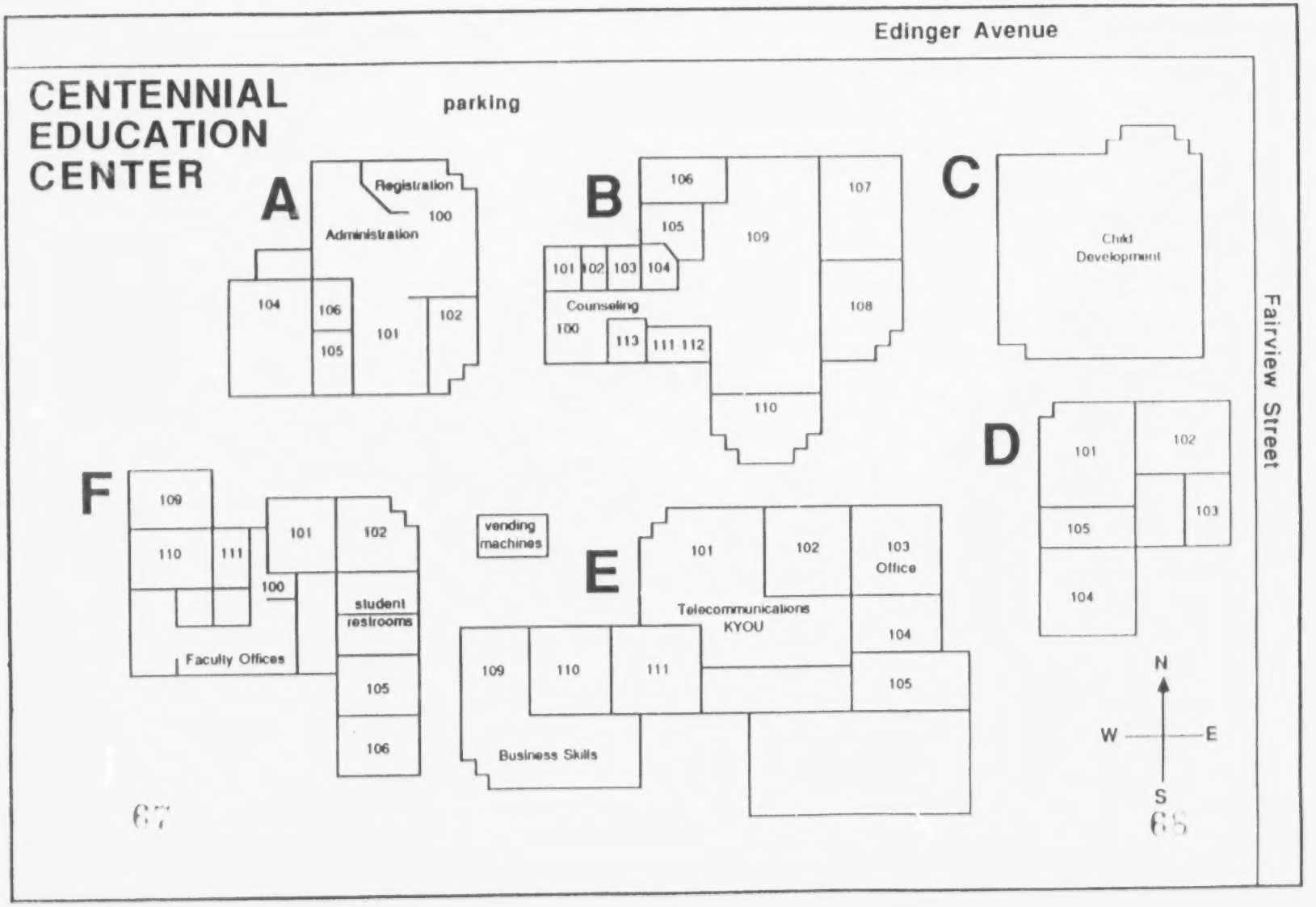

Edinger Avenue
CENTENNIAL EDUCATION CENTER
parking
A
Registration
100
Administration
104
106
105
101
102
B
106
107
105
109
101
102
103
104
Counseling
100
108
113
111 112
110
C
Child Development
D
101
102
103
105
104
F
109
110
111
101
102
100
student restrooms
Faculty Offices
105
106
vending machines
E
101
102
103 Office
Telecommunications KYOU
104
109
110
111
105
Business Skills
N
W
E
S
Fairview Street

DEMOGRAPHICS

Rancho Santiago Community College District

The Rancho Santiago Community College District is projected to continue growth at approximately 1.5 percent per year. By the year 2000, district population will reach over 505,000. The areas of Orange, Anaheim Hills, Villa Park and Silverado Canyon will have the most dramatic population increase, reaching 200,000 residents. Santa Ana will remain the most populous and increase 30,000 to 240,000 residents. Garden Grove will experience little population growth, remaining around 58,000 residents. Almost half of the district's eligible population is in the 25-50 year-old age group. The 20-24 year age group represents half the student population in the district. By ethnicity, the district is projected to be 45 percent Latino and 40 percent white. The Asian population will increase slightly from seven to nine percent. The two percent African-American population is not projected to change. Household median income levels will increase in varying degrees, from 11 percent in Central Santa Ana to 31 percent in Villa Park.

Cities Within District
Santa Ana, Orange, Garden Grove, Villa Park, Anaheim Hills

Area Size, Population
193 square miles, 450,000 residents

District Campuses/Sites
Santa Ana Campus (17th at Bristol, Santa Ana)
Orange Campus (8045 East Chapman, Orange)
Garden Grove Center (13162 Newhope, Garden Grove)
Centennial Education Center (2900 West Edinger, Santa Ana)
Lazngauge and Assessment Center (Honer Plaza, Santa Ana)
Orange Adult Learning Center (541 North Lemon, Orange)

Number of Employees
646 full-time, 2,835 part-time

Enrollment
34,389 (21,178 in college courses,
13,211 in Continuing Education)

Community Services Enrollment
13,000

Accreditation/Membership
Western Association of Schools and Colleges
California State Department of Education
Veterans Administration
California State Boards of Nursing Education
California Association of Community Colleges
American Association of Community/Jr Colleges

Chancellor/President
Dr. Robert D. Jensen

Orange County

Population
The county now has an estimated 2.23 million residents, of which nearly 2 millin live in incorporated cities. The annual growth rate averages 2 percent with a projected annual average gain of 30,000 new residents.

Population within the RSCCD
Santa Ana is the largest city within the district with an estimated population of 232,000. That total is followed by Garden Grove with 134,000, Orange with 105,000 and Villa Park with 6,900. Anaheim Hills is part of the incorporated City of Anaheim and has an estimated population of 60,000.

Demographics
The median household income is $44,000 with 46 percent of all households having two or more incomes. The median monthly mortgage payment is $740 and median monthly rent is $680. The average household size is 2.8 persons and the average length of residency in the county is 14 years.

Environment
Orange County benefits from a Mediterranean climate with annual rainfall fo 13 inches and 80 percent sunny days with a temperature range of 54-75 degrees. There is a 42-mile coastline as well as the Santa Ana Mountains, top by Santiago Peak (elevation 5,687 feet) and Modjeska Peak (elevation 5,496 feet).

Educational Services
The county is served by 12 major colleges and universities, plus branchs of 20 others. There are also 14 elementary, three high school and 12 unified school districts. Surveys show 44 percent of county adult residens have a college degree and 14, a postgraduate degree.

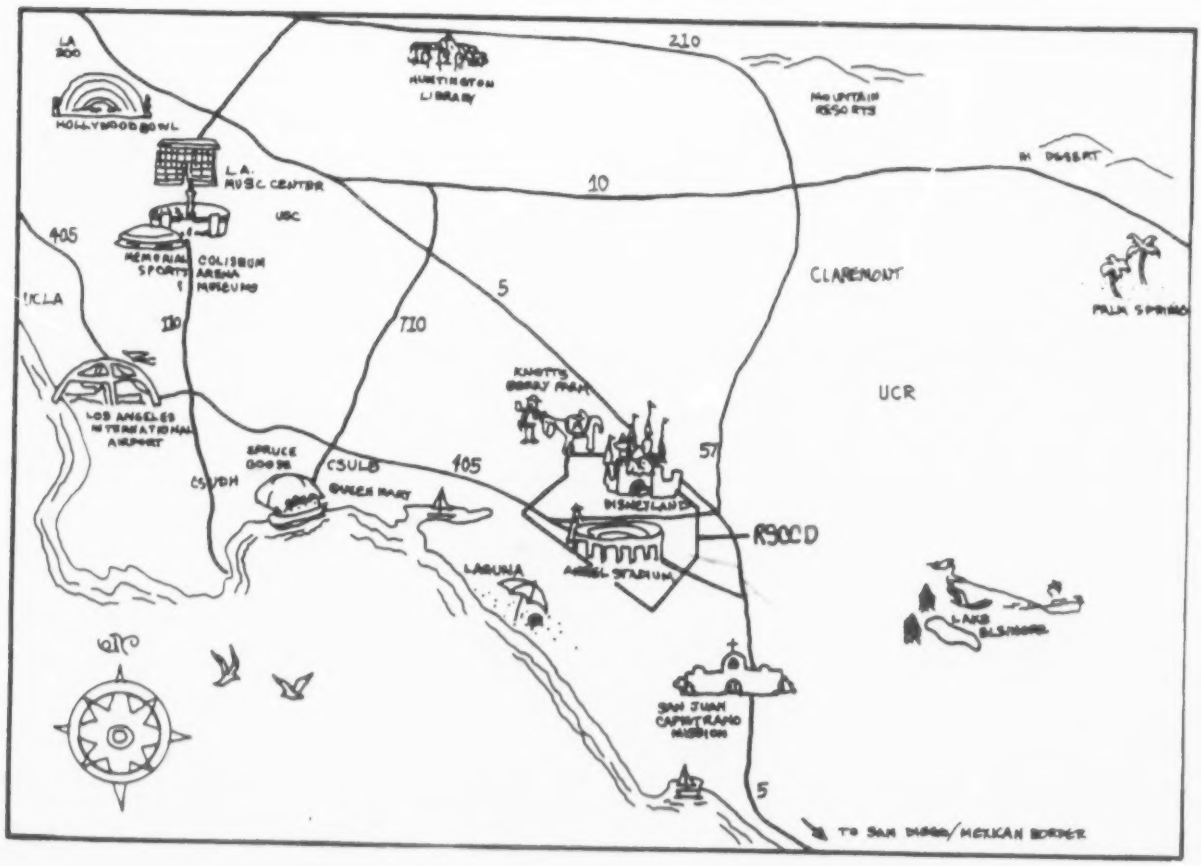
Transportation
In addition to 130 miles of freeway and a network of arterial highways, John Wayne Airport is served by most major airline carriers. Amtrak provides ral passenger service and the Orange County Transit district has a variety of bus lines, including Dial-A-Ride and a program for employers seeking informaiton on ride-sharing, van pooling and transportation management.

Health Care
A total of 43 hospitals and 2,230 physicians in general practice are supported by 13 home health care centers, 37 county medical service offices, 20 chemical abuse centers, 92 medical support groups, 11 senior services, and 40 centers for hte handicapped.

Retail
Over $2 billion annual sales is generated by 15 regional and super-regional shopping centers. More than $17 billion annual sales comes from 22,000 retail stores and services.

Recreation and Culture
Activities range rrom two of the most famous amusement parks in America (Disneyland and Knott's Berry Farm) to concerts and the arts at the Orange County Performing Arts Cetner, the Pacific Amphitheatre and the Irvine Meadows Amphitheatre. Anaheim Stadium is home of the Los Angeles Rams and California Angels. There are 17 regional and 40 other major public parks, 36 public and 19 private golf courses, 15 public and 20 private campgrounds, and six museums. Two of the finest small harbors in the world are at Newport Beach and Dana Point. There are also San Juan Capistrano Mission and the Anaheim Convention Center, the most heavily booked facility of its kind in America.

Map of Key Sites



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STAR DIRECTORY

Administration, Orientation, Attendance.....	**Dr. Adrienne Sims...**	667-3445/E109
Identification/Recruitment, Outreach, Individual Advisement.....	**Mr. Elias Dominguez**	667-3445/E109
English Placement Testing, Support Services, Attendance, Individual Advisement.....	**Ms. Rose Gutierrez..**	667-3445/E109
Counseling, Academic Placement, Community Assistance, Individual Advisement.....	**Ms. Julia Quiroz.....**	667-3337/B101
Counseling, Vocational Placement/Test Interpretation, Tutoring, Individual Advisement.....	**Mr. Dan Sampson.....**	667-3337/B101
Vocational Testing, Job Develoment, Getting and Keeping a Job (course), Individual Advisement..	**Ms. Nancy Venuto.....**	667-3445/E109
Vocational English as a Second Language (course), Individualized VESL Tutoring, Individual Advisement...	**Ms. Dorothy Fortune**	667-3445/E109
Counseling, College Transition, Individual Advisement.....	**Ms. Edna Jimenez.....**	667-3337/B101

APPENDIX

New Student Checklist

Getting started in the STAR Program represents a new beginning. Here is a checklist to help you make a great start. After you have completed each item below, place a check mark next to it. When the entire list of items is checked, you will be **ready!**

____ took required program placement/enrollment test(s) per Assesment Assistant, Counselor/Advisor

____ submitted all required program entry documents to Assessment Assistant

____ met with Counselor for transcript evaluation and completion of Individualized Educational/Vocational Plan

____ received and read first Attendance Form

____ received and printed my name in New Student Guidebook

____ signed required program forms per Assessment Assistant, Counselor

____ attended and understood orientation

____ arranged a schedule of individual advisement with my Counselor/Advisor

____ got a STAR Identification Card

____ obtained assigned textbooks for first set of courses

____ got a STAR T-shirt

STAR Contract

As a student in the STAR Program I agree to do the following:

a. attend my courses (academic and vocational) as required, unless I have permission from my Counselor/Advisor to do otherwise or call in the day of an absence to inform staff

b. honor the STAR Attendance Policy:
   1. attend 24 clock hours for each course taken; accumulate no more than five consecutive class absences at any time
   2. if #1 is not honored, I will be dropped from STAR and considered ineligible to return

c. submit a completed attendance card to the Assessment Assistant on a weekly basis

d. keep counseling/other appointments

e. participate in individual advisement sessions

f. participate in student advisory group meetings

g. take advantage of program/other services, especially those recommended by my Counselor/Advisor

h. if working, limit my work hours to 20 - 25 per week during my enrollment in STAR

STAR Program staff agrees to provide the following:

a. textbooks for required courses

b. tutorial help for coursework and proficiency exams

c. updates/evaluations of your student status

d. assistance in finding a part-time job (if permitted to work in the U.S.)

e. driver education (if over 18 years of age)

f. program academic/vocational test administration, scoring, interpretation

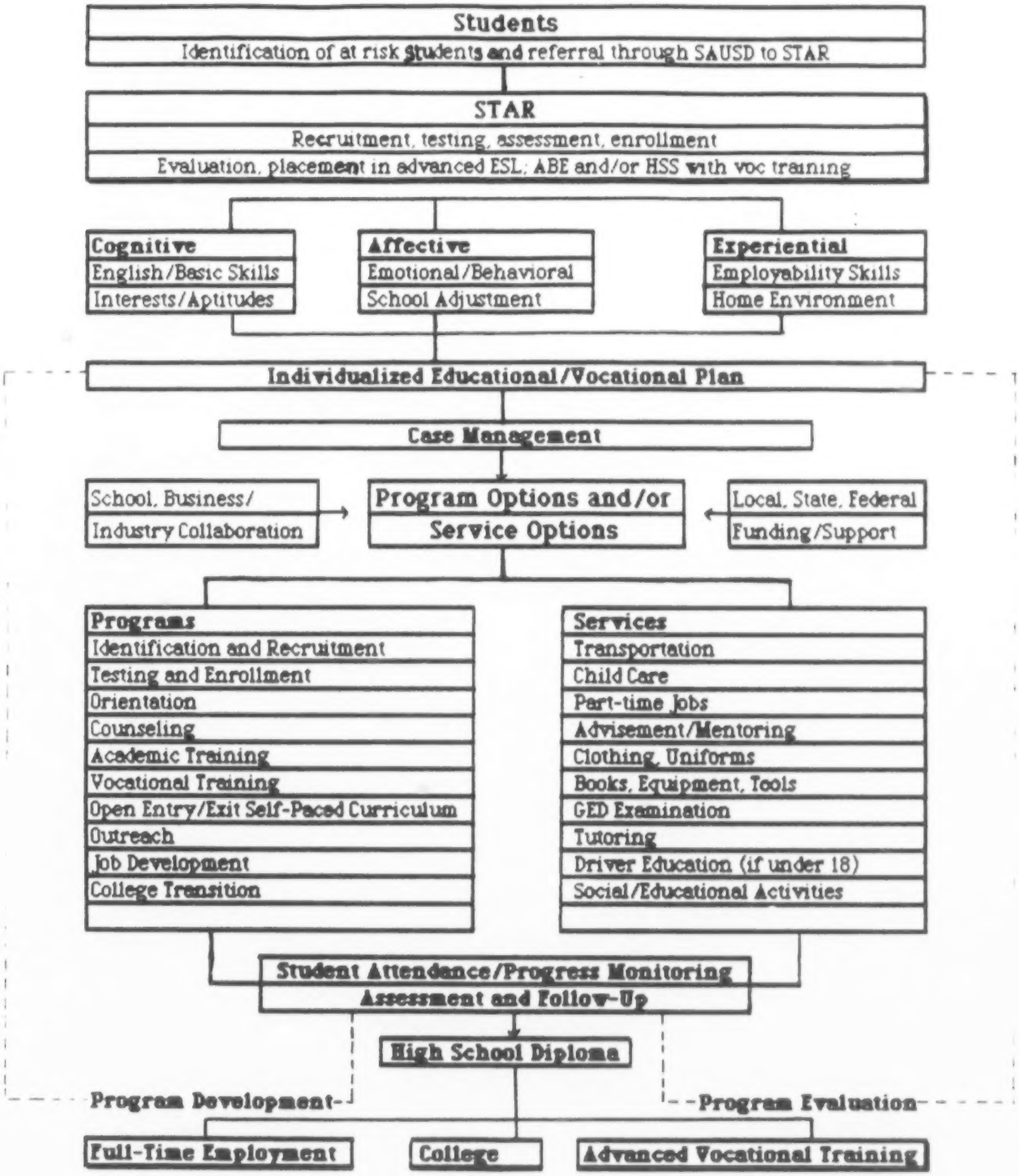
g. support/other services, as needed and available

Student Signature_____ **Date**_____

Parent Signature_____ **Date**_____

Staff Signature_____ **Date**_____

Program Hierarchy Chart



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Individualized Educational/Vocational Plan
STAR

Personal Data

Student's Name _____ Social Security No. _____

Residence Address _____
(street)

_____ Residence Telephone Number _____
(city)

Message Telephone Number _____ Date of Birth _____ Age _____

Ethnic Group

Latin/Hispanic _____ *Asian/Pacific Islander* _____

White (non-Hispanic) _____ *African-American* _____

Native American _____ *Other (print)* _____

Sex *Male* _____ *Female* _____

Name of High School: _____ Entering Grade Point Average _____

Status Data

Languages Spoken (other than English) _____

Driver License _____ Transportation _____

Educational Goals _____

Vocational Goals _____

Initial Academic Placement _____ Initial Vocational Placement _____

Restrictions/Disabilities _____ Credits Needed to Graduate _____

Name of Assigned Advisor _____

Testing Data

English Placement Test _____ Test Date _____ Results _____

Test of Adult Basic English _____ Test Date _____ Results _____

Pre-Employment Work Maturity Competencies _____ Test Date _____ Results _____

CASAS _____ Test Date _____ Results _____

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Testing Data (continued)

Apticom _____ Test Date _____ Results _____

Proficiency Tests _____ Test Date _____ Results _____
(by subject area)

_____ Test Date _____ Results _____

_____ Test Date _____ Results _____

Tutoring/Remediation _____

Employment Data

Short-Term Career Goal _____

Long-Term Career Goal _____

Barriers to Employment

Transportation ___ Child Care ___ Housing ___ Health ___ Education ___

Driver License ___ Limited/No Work Experience ___ Disability _____

Limited English ___ Ex-Offender _____ Welfare Recipient _____

Assistance Data

Organization (i.e., probation, mental health, social services)	*Contact Person*	*Telephone Number*

Special Needs _____

Support Services _____

Student Assessment

Counselor's Comments/Recommendation _____

_____

Counselor's Signature _____

Student's Signature _____

Appointment Date(s) _____

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Attendance Card for STAR Students

RETURN TO: ROSE GUTIERREZ RETURN BY:

PERIOD ENDING: SEMESTER: STAFF ADVISOR: Yes

NAME: PERMANENT #:

INSTRUCTIONS: Please ask your instructor to initial your card and to rate your attendance (A)*, progress (P)*, and conduct (C)*, using the scale below.

SCALE: E-Excellent S-Satisfactory N-Needs Improvement

TICKET #	DESCRITION	ROOM	TIME	DAYS	INSTRUCTORS INITIALS	A*	P*	C*

COMMENTS:

High School Graduation Requirements Sheet

This sheet is intended as a guide for students and staff. Specific academic circumstances should be discussed with the counselor.

General Studies Program (160 credits minimum)

English	40	Required
(Recommended)		
English Fundamentals I-II		
English Fundamentals III-IV		
English Composition I-II		
English Spelling-Vocabulary		
Mathematics	20	Required
(Recommended)		
Basic Mathematics I-II		
Essentials of Mathematics I		
Algebra IA/1B		
Science	20	Required
(Recommended)		
Basic Science I-II		
Physical Life		
Health		
Social Studies	30	Required
(Recommended)		
U.S. History I-II		
American Government		
Economics or Geography 1A/1B		
Life Skills	5	Required
(Recommended)		
Positive Life Attitudes Course		
ROP Course		
Business Course		
Vocational/Trade Course		
Work Experience		
Consumer Education Course		
Consumer Education Tasks		
Fine Arts/Foreign Language	10	Required
(Recommended)		
Consumer Tasks		
Foreign Transcript Electives		
Electives	35	Required
(Recommended)		
GED		
Work Experience		
Proficiency Examinations		Required
Reading Proficiency		Language Proficiency
Mathematics Proficiency		Composition Proficiency
Consumer Education Proficiency		

NOTES

ERIC Clearinghouse for
Junior Colleges